

MFL at Woodhall

A high quality languages education should foster children's curiosity and deepen their understanding of the world.

Intent

Coming from a small community, many of our children's experiences of the world are limited. Ensuring competence in another language enables our children to become productive citizens in an increasingly global and competitive world. Allowing them to interpret, create and exchange meaning within and across cultures.

At Woodhall we aim to provide our children with a curriculum that is bespoke to the strengths and needs of our school community. If our children travel abroad on their holidays, they tend to visit Spanish speaking countries. We believe learning is more meaningful when children can relate it to their own lives, therefore, we have introduced the Spanish language to our foundation subject curriculum.

Learning a new language also helps children develop skills that will open further opportunities later in life. The teaching of Spanish in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3. Our detailed subject ladder, based on the 2014 National Curriculum, outlines the knowledge and skills children should have developed by the end of each year group. This provides a sequential framework to underpin planning.

As part of the learning sequence, children should;

- Understand and respond to spoken and written language from a variety of authentic sources.
- Be able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

Implementation

Lessons across Key Stage 2 support the skills of speaking, listening, reading and writing. Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games. We foster an appreciation of a variety of stories, songs, poems and rhymes and give the learners many opportunities to record their new vocabulary in writing. We use a multitude of resources that appeal to different learning styles including resources from Purple Mash and xxx. Cross curricular links with computing are provided using the Spanish app in Purple Mash. Whilst we will continue to access languages through Purple Mash as a supporting app, we will also trial a new language scheme,

Language Angels. This scheme will support progression and differentiation through the units provided and a detailed assessment tool for the end of each unit

Children are introduced to Spanish from Year 3 and receive a weekly 30 minute lesson in both Year 3 and 4. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English. In Years 5 and 6, each class has a timetabled MFL lesson of 45 minutes. Year 5 will continue to learn Spanish, while Year 6, who studied French last year (19-20) will continue to learn French for another year. In line with the rest of the school, this will change to Spanish next year.

Impact

Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages spoken by the families of the school, as well as Spanish, are spoken in the world.

Teacher Assessment in Spanish is reported at the end of each Key Stage. Achievement in Spanish is closely monitored in each class by the teacher and overseen throughout the school by the Mfl Leader. As a unit is being taught, teachers will make careful observations about each child and assess their learning and progression against the four key language skills of speaking, listening, reading and writing.

Currently, where a child has achieved all relevant objectives and has consistently demonstrated appropriate knowledge and skills, a score of 2 is given. Where the majority of objectives have been met, a score of 1 is awarded; and if the child has not achieved, a score of 0 is given. These scores are used as a basis for future planning- identification of strength and gaps in knowledge/skills - and intervention where appropriate. Subject leaders analyse this information alongside class teachers; not only to give a picture of achievement and progress, including that of specific groups such as disadvantaged pupils, but to use the information as a driver for making further improvement.

Evidence is collected regularly through pupil voice, lesson observations, work and planning scrutiny and learning walks. During each monitoring cycle, the Mfl Leader looks for appropriate coverage for that particular point in the year, high quality work being produced over a range of activities, thoughtful differentiation and care and attention over tasks from both teacher and pupil.

Following the monitoring activities, the Mfl Leader summarises the strengths and weaknesses of the subject and puts actions in place to move the provision on; that could be through staff training, team teaching or planning, advisor visits, use of specific resources or even through whole school events. These actions are then evaluated and analysed for impact.